About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.

Fall 2011
Beginning of Grade 4
NECAP Tests

Grade 4 Students in 2011-2012

School Results

School: Belgrade Central School

District: RSU 18

Code: 3164-1656

Fall 2011 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2011-2012
Grade Level Summary Report

School: Belgrade Central School
District: RSU 18
State: Maine
Code: 3164-1656

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	47			231			13,407			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	43	43		224	224		13,103	13,115		91	91		97	97		98	98	
With an approved accommodation	3	3		31	31		2,652	2,697		7	7		14	14		20	21	
Current LEP Students	0	0		1	1		388	396		0	0		<1	<1		3	3	
With an approved accommodation	0	0		0	0		173	185					0	0		45	47	
IEP Students	5	5		27	27		2,071	2,082		12	12		12	12		16	16	
With an approved accommodation	3	3		21	21		1,684	1,702		60	60		78	78		81	82	
Students not tested in NECAP	4	4		7	7		304	292		9	9		3	3		2	2	
State Approved	4	4		6	6		237	215		100	100		86	86		78	74	
Alternate Assessment	4	4		6	6		211	194		100	100		100	100		89	90	
First Year LEP	0	0		0	0		6	0		0	0		0	0		3	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		20	21		0	0		0	0		8	10	
Other	0	0		1	1		67	77		0	0		14	14		22	26	

NECAP RESULTS

	School												District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	47	4	0	43	7	16	26	60	6	14	4	9	445	224	13	60	18	9	445	13,103	18	52	19	10	445
MATH	47	4	0	43	8	19	24	56	8	19	3	7	446	224	17	54	17	13	444	13,115	19	47	20	14	444
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient
Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.
Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2011 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2011-2012
Reading Results

School: Belgrade Central School
District: RSU 18
State: Maine
Code: 3164-1656

Proficient with Distinction (Level 4)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.
(Scaled Score 456–480)

Proficient (Level 3)
Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.
(Scaled Score 440–455)

Partially Proficient (Level 2)
Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.
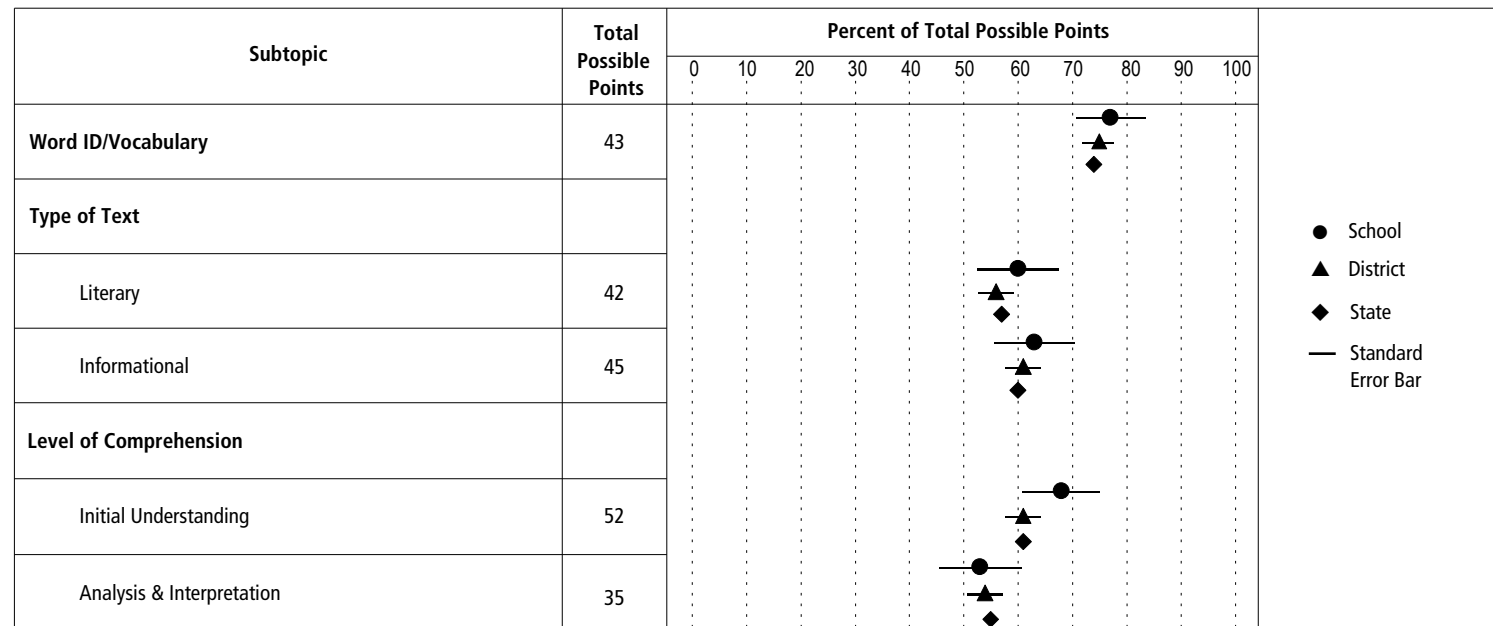**(Scaled Score 431–439)**

Substantially Below Proficient (Level 1)
Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.
(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	48	0	0	48	5	10	31	65	7	15	5	10	444
2010-11	42	0	0	42	8	19	20	48	11	26	3	7	446
2011-12	**47**	**4**	**0**	**43**	**7**	**16**	**26**	**60**	**6**	**14**	**4**	**9**	**445**
Cumulative Total	137	4	0	133	20	15	77	58	24	18	12	9	445
District													
2009-10	220	6	0	214	21	10	118	55	47	22	28	13	443
2010-11	235	6	0	229	35	15	112	49	61	27	21	9	445
2011-12	**231**	**6**	**1**	**224**	**30**	**13**	**134**	**60**	**40**	**18**	**20**	**9**	**445**
Cumulative Total	686	18	1	667	86	13	364	55	148	22	69	10	444
State													
2009-10	13,779	226	92	13,461	1,973	15	7,047	52	2,870	21	1,571	12	444
2010-11	13,730	266	89	13,375	2,347	18	6,660	50	2,903	22	1,465	11	445
2011-12	**13,407**	**237**	**67**	**13,103**	**2,417**	**18**	**6,853**	**52**	**2,509**	**19**	**1,324**	**10**	**445**
Cumulative Total	40,916	729	248	39,939	6,737	17	20,560	51	8,282	21	4,360	11	445

Subtopic	Total Possible Points	Percent of Total Possible Points
Word ID/Vocabulary	43	
Type of Text		
Literary	42	
Informational	45	
Level of Comprehension		
Initial Understanding	52	
Analysis & Interpretation	35	

Legend:
- ● School
- ▲ District
- ◆ State
- — Standard Error Bar

Fall 2011 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2011-2012
Disaggregated Reading Results

School: Belgrade Central School
District: RSU 18
State: Maine
Code: 3164-1656

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	4	0	43	7	16	26	60	6	14	4	9	445	224	13	60	18	9	445	13,103	18	52	19	10	445
Gender																									
Male	22	2	0	20	4	20	11	55	2	10	3	15	444	109	13	56	20	11	444	6,681	14	53	22	12	443
Female	25	2	0	23	3	13	15	65	4	17	1	4	446	115	14	63	16	7	446	6,422	24	52	17	8	447
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										3						221	15	44	28	13	442
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						110	9	45	27	18	440
Asian	1	0	0	1										3						195	29	49	17	6	449
Black or African American	0	0	0	0										2						402	6	34	30	30	436
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	17	42	33	8	444
White	46	4	0	42	7	17	26	62	5	12	4	10	446	215	13	60	17	9	445	12,010	19	53	19	9	445
Two or more races	0	0	0	0										0						153	14	58	19	9	445
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										1						388	4	33	31	31	435
Former LEP student - monitoring year 1	0	0	0	0										0						15	40	53	7	0	454
Former LEP student - monitoring year 2	0	0	0	0										0						2					
All Other Students	47	4	0	43	7	16	26	60	6	14	4	9	445	223	13	60	18	9	445	12,698	19	53	19	9	445
IEP																									
Students with an IEP	9	4	0	5										27	0	30	22	48	434	2,071	3	28	32	38	433
All Other Students	38	0	0	38	7	18	26	68	5	13	0	0	448	197	15	64	17	4	447	11,032	21	57	17	5	447
SES																									
Economically Disadvantaged Students	17	2	0	15	1	7	10	67	1	7	3	20	444	89	6	58	18	18	442	6,187	10	50	25	16	441
All Other Students	30	2	0	28	6	21	16	57	5	18	1	4	446	135	19	61	18	3	447	6,916	26	55	14	5	449
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	47	4	0	43	7	16	26	60	6	14	4	9	445	224	13	60	18	9	445	13,099	18	52	19	10	445
Title I																									
Students Receiving Title I Services	10	1	0	9										48	0	44	35	21	438	2,801	5	44	34	18	439
All Other Students	37	3	0	34	7	21	21	62	4	12	2	6	447	176	17	64	13	6	447	10,302	22	55	15	8	447
504 Plan																									
Students with a 504 Plan	0	0	0	0										2						241	13	52	25	10	444
All Other Students	47	4	0	43	7	16	26	60	6	14	4	9	445	222	14	59	18	9	445	12,862	19	52	19	10	445

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.

Fall 2011 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2011-2012
Mathematics Results

School: Belgrade Central School
District: RSU 18
State: Maine
Code: 3164-1656

Proficient with Distinction (Level 4)
Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.
(Scaled Score 455–480)

Proficient (Level 3)
Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.
(Scaled Score 440–454)

Partially Proficient (Level 2)
Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.
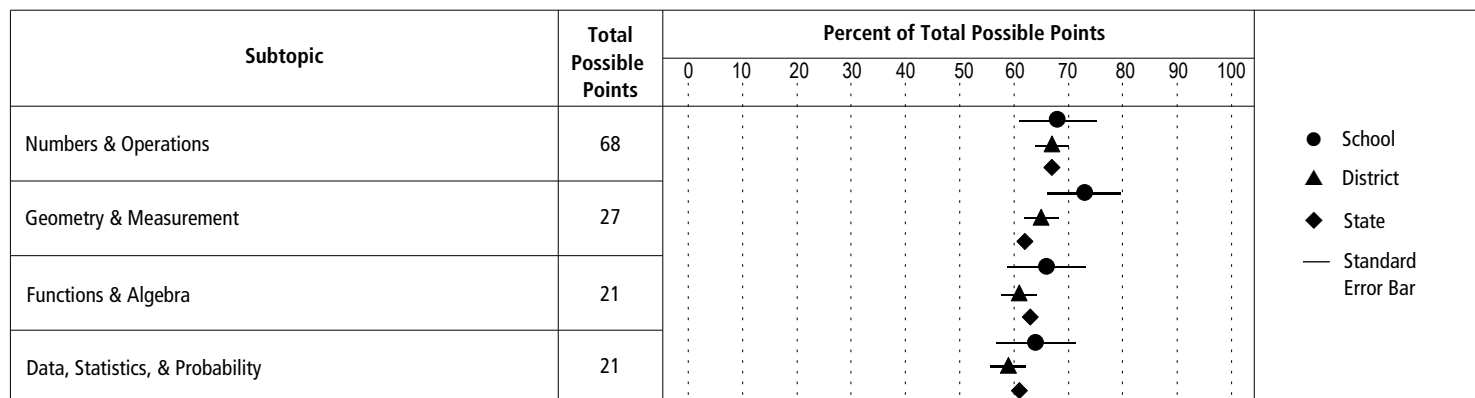**(Scaled Score 431–439)**

Substantially Below Proficient (Level 1)
Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.
(Scaled Score 400–430)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	48	0	0	48	9	19	28	58	8	17	3	6	447
2010-11	42	0	0	42	4	10	25	60	9	21	4	10	444
2011-12	**47**	**4**	**0**	**43**	**8**	**19**	**24**	**56**	**8**	**19**	**3**	**7**	**446**
Cumulative Total	137	4	0	133	21	16	77	58	25	19	10	8	446
District													
2009-10	220	6	0	214	30	14	102	48	47	22	35	16	443
2010-11	235	6	0	229	31	14	104	45	63	28	31	14	442
2011-12	**231**	**6**	**1**	**224**	**37**	**17**	**120**	**54**	**39**	**17**	**28**	**13**	**444**
Cumulative Total	686	18	1	667	98	15	326	49	149	22	94	14	443
State													
2009-10	13,779	203	95	13,481	1,850	14	6,485	48	3,034	23	2,112	16	443
2010-11	13,730	220	94	13,416	2,032	15	6,041	45	3,241	24	2,102	16	443
2011-12	**13,407**	**215**	**77**	**13,115**	**2,497**	**19**	**6,105**	**47**	**2,644**	**20**	**1,869**	**14**	**444**
Cumulative Total	40,916	638	266	40,012	6,379	16	18,631	47	8,919	22	6,083	15	443

Subtopic	Total Possible Points	Percent of Total Possible Points
Numbers & Operations	68	
Geometry & Measurement	27	
Functions & Algebra	21	
Data, Statistics, & Probability	21	

- ● School
- ▲ District
- ◆ State
- — Standard Error Bar

Fall 2011 - Beginning of Grade 4 NECAP Tests
Grade 4 Students in 2011-2012
Disaggregated Mathematics Results

School: Belgrade Central School
District: RSU 18
State: Maine
Code: 3164-1656

REPORTING CATEGORIES	School Enrolled N	NT Approved N	NT Other N	Tested N	Level 4 N	Level 4 %	Level 3 N	Level 3 %	Level 2 N	Level 2 %	Level 1 N	Level 1 %	Mean Scaled Score	District Tested N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score	State Tested N	Level 4 %	Level 3 %	Level 2 %	Level 1 %	Mean Scaled Score
All Students	47	4	0	43	8	19	24	56	8	19	3	7	446	224	17	54	17	13	444	13,115	19	47	20	14	444
Gender																									
Male	22	2	0	20	5	25	10	50	2	10	3	15	447	109	21	54	10	15	446	6,688	20	47	19	14	444
Female	25	2	0	23	3	13	14	61	6	26	0	0	446	115	12	53	24	10	443	6,427	18	46	21	15	444
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0										3						223	13	39	25	23	440
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										1						111	11	45	23	22	440
Asian	1	0	0	1										3						197	31	41	18	11	447
Black or African American	0	0	0	0										2						406	6	25	30	39	434
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	25	33	8	33	442
White	46	4	0	42	8	19	24	57	7	17	3	7	447	215	17	53	18	12	444	12,013	20	48	20	13	444
Two or more races	0	0	0	0										0						153	16	46	25	13	443
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										1						396	6	24	29	41	433
Former LEP student - monitoring year 1	0	0	0	0										0						15	47	53	0	0	456
Former LEP student - monitoring year 2	0	0	0	0										0						2					
All Other Students	47	4	0	43	8	19	24	56	8	19	3	7	446	223	16	54	17	13	444	12,702	19	47	20	13	444
IEP																									
Students with an IEP	9	4	0	5										27	7	30	15	48	435	2,082	5	28	26	42	434
All Other Students	38	0	0	38	8	21	22	58	7	18	1	3	448	197	18	57	18	8	446	11,033	22	50	19	9	446
SES																									
Economically Disadvantaged Students	17	2	0	15	4	27	7	47	2	13	2	13	445	89	10	54	19	17	442	6,199	10	43	25	22	440
All Other Students	30	2	0	28	4	14	17	61	6	21	1	4	447	135	21	53	16	10	446	6,916	27	50	15	8	448
Migrant																									
Migrant Students	0	0	0	0										0						4					
All Other Students	47	4	0	43	8	19	24	56	8	19	3	7	446	224	17	54	17	13	444	13,111	19	47	20	14	444
Title I																									
Students Receiving Title I Services	10	1	0	9										48	0	35	33	31	435	2,810	4	37	33	25	438
All Other Students	37	3	0	34	8	24	19	56	7	21	0	0	449	176	21	59	13	7	447	10,305	23	49	17	11	446
504 Plan																									
Students with a 504 Plan	0	0	0	0										2						241	12	44	27	17	442
All Other Students	47	4	0	43	8	19	24	56	8	19	3	7	446	222	17	53	18	13	444	12,874	19	47	20	14	444

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.